

Schoolwide Title I Plan

-Riverbend Elementary-

Updated 9/26/23

Comprehensive Needs Assessment

DATA

Source:

K-2 Reading Data: 2022-2023 EOY Dibels Composite Score

3-5 Math Data: 2022-2023 NC EOG Scores

K-2 Math Data: 2022-2023 K-2 EOY Assessments

3-5 Math Data: 2022-2023 NC EOG Scores

EVAAS

Non-proficient students in Reading in Math by Grade Level:

Grade Level	Reading			Math		
	# assessed	# non- proficient	% non- proficient	# assessed	# non- proficient	% non- proficient
K	31	1	3%	31	0	0%
1	31	5	16%	31	0	0%
2	28	3	11%	28	0	0%
3	30	5	17%	30	3	1%
4	29	1	3%	29	0	0%
5	34	6	18%	34	1	3%

Non-proficient 3-5 students in Reading and Math by Subgroup:

Group	Reading			Math		
	# assessed	# non- proficient	% non- proficient	# assessed	# non- proficient	% non- proficient
All	93	12	13%	93	3	3%
Female	49	7	14%	49	1	2%
Male	44	5	11%	44	3	7%
White	88	10	11%	88	-	<5%
Econ. Disadv	42	5	12%	42	3	7%
Swd/EC	14	3	21%	14	2	14%

EVAAS Growth from IRR released 8/29/23

	All	White	EDS	Reading 3-5 Grades	Math 4th and 5th grade only	AIG
#students	91	87	41	91	62	22
#scores	184	176	88	91	62	36
index	0.21	-0.23	1.57	1.84	-1.26**	-0.19
status	Met	Met	Met	Met	Met	Met

**we were able to unpack this further when more EVAAS data was released 9/20 (shown below)

EVAAS Growth Data (released 9/20/23)

	Reading	Math
3rd	+3.06 (exceeded)	N/A
4th	+1.81 (met)	+1.21 (met)
5th	-1.81 (met)	-1.99 (met)
	Reading Across Grades 3-5 +1.84	Math across Grades 4-5 -1.26

Examine Strengths and Needs

Strengths:

Math proficiency is a definite strength of our students and staff across all grade levels.
 Kindergarten and 4th grade reading is exceptionally strong as indicated by end of year assessments.
 Our economically disadvantaged students are making positive EVAAS growth.
 Our reading EVAAS growth is approaching the exceeding growth parameters.
 4th Grade math and reading growth

Needs:

Students with disabilities continue to be an area requiring concerted efforts in strengthening student understanding.
 Reading proficiency scores show a need to bolster reading instruction in 1st, 3rd, and 5th grades followed closely by 2nd grade.
 5th grade math and reading growth

Identify priorities for school improvement

5th grade reading instruction

Reading students in 4th grade this year

Reading students in 2nd grade this year

Reading students in 3rd grade this year

Math student growth as indicated by EVAAS

Schoolwide Plan Strategies

What will instruction look like when your goal is met? This will embed assessment.	Strategy	Implementation Steps and Timeline
<p>K-5 Reading</p> <p>5th grade student proficiency will remain above 95% as measured by the EOG.</p> <p>4th grade proficiency will grow from 83% to 85% as measured by the EOG.</p> <p>3rd grade proficiency will grow from 89% to 90% as measured by the EOG.</p> <p>2nd grade reading proficiency will grow to 86% from 84%</p> <p>K teachers will continue to have at least 95% of students proficient as indicated by Dibels composite scores</p> <p>1st grade reading proficiency will maintain at least a 97% proficiency (rising kindergarteners ended the year at 97% proficiency)</p>	<p>Teachers will implement strong core instruction to include guided reading, shared reading, independent reading, read aloud classroom strategies, fluency, phonics based sequential instruction, and constructed response writing tasks.</p> <p>PLCs will be conducted regarding collaborative planning. Teacher curriculum notebooks will be created and given to each teacher containing standards, unpacking documents, and other pertinent information provided by NCDPI and beyond to enhance teacher focus on core instruction and high quality differentiation.</p> <p>Title I Tutors will be employed at each grade level (as the budget allows) ; this will allow strategic intervention and enrichment groups to receive targeted, research based instruction to meet the needs of individual students. These tutors will:</p> <ul style="list-style-type: none">• Incorporate fluency practice for expression, phrasing, and comprehension• Use the Heggerty Program K-2 to increase phonological and	<p>K-2 progress will be monitored through our beginning of year (August 28-September 18), middle of year (January 8-29), and end of year (April 24-May 14) mClass Dibels assessments.</p> <p>3rd grade progress will be monitored throughout the year using the same Dibels assessments as K-2 in addition to other standardized testing checks.</p> <p>3-5 progress will be monitored using the Haywood County ELA 18 and 27 week tests as well as the NC End of Grade Reading Test.</p>

	<ul style="list-style-type: none"> phonemic awareness Utilize the Leveled Literacy Intervention program to remediate and reinforce skills in small groups Reinforce the PALS program with students Extend Foundations instruction and intervention with students Support writing 	
<p>Math Growth in 5th grade</p> <p>Students will not only maintain math proficiency, but will show at least a year's growth as evidenced by EVAAS data. 5th grade math EVAAS growth will be above +1.</p>	<p>Teachers will implement strong core instruction to include using the Investigations curriculum, following HCS pacing guides, incorporate NCSCOS support materials as provided by NCDPI, and incorporate strong math vocabulary instruction daily.</p> <p>Title I Tutor will be employed for 5th grade; this will allow strategic intervention and enrichment groups to receive targeted, research based instruction to meet the needs of individual students.</p> <p>Studio classrooms will be attended for each teacher 2x this year at the county level. More may be implemented at the school level as needed.</p>	<p>3-5 growth progress will be monitored using EVAAS projections and student performance on the Haywood County ELA 18 and 27 week tests as well and the NC End of Grade Math Test.</p>

Description and Documentation of how parents are involved in the development, implementation, evaluation, and revision of the plan.

<p>Date of the review of the school parent engagement plan with parents and stakeholders. Place evidence of the review of the plan in google drive under Element 11.</p>	<p>5/17/22</p>
<p>Date of the distribution (website and paper) of the school parent engagement plan. Place link and paper copy in the google drive - Element 11.</p>	<p>Distribution- the Parent Engagement Plan is given to new students as part of their initial enrollment packet. Returning students are given the Parent</p>

Copies translated and distributed in other languages should be uploaded to Element 3.	Engagement Plan as part of their return to school packet on their first day of school (8/21/23)
Date of the review of the parent/teacher/student compact with parents and stakeholders. Place evidence of the review of the plan in google drive under Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	5/17/23
Date of the distribution (website and paper) of the parent/teacher/school compact . Place link and paper copy in the google drive Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	Distribution- the Parent/Teacher/School Compact is given to new students as part of their initial enrollment packet. Returning students are given the Parent/Teacher/School Compact as part of their return to school packet on their first day of school (8/21/23) These are also reviewed with families at the 1st parent teacher conference of the year.
Date of the annual Title I Meeting . Place agenda, sign in, minutes, and or presentation materials in Element 11 in the google drive. Copies translated and distributed in other languages should be uploaded to Element 3.	9/12/23
The date that you distribute and share the general testing letter. Document and upload in Element 3(translated version) and Element 6 (English).	9/25/23

Planned Parent Engagement Activities

Activities for parents as teachers	Parents will learn	Resources needed
<ol style="list-style-type: none"> 1. Classroom and school newsletters 2. Grade level parents nights as needed 3. Open House 4. Parent Nights 5. PALS at home 	<ol style="list-style-type: none"> 1. Events going on in their child's classroom and school as well as any available volunteer opportunities 2. More information about current content being covered in in their child's classroom 3. Expectations of their child's grade level and end of year assessments; information about the Title I program 	<ol style="list-style-type: none"> 1. Classroom newsletters and schoolwide newsletter (Panther Press) 2. Teacher created materials and possible snacks for attendees 3. Teacher created materials, school report card (as available), possible snack for attendees 4. Materials relevant to subject area being

	<p>and results of the school's performance on the EOG tests</p> <ol style="list-style-type: none"> 4. Ways to encourage and facilitate math, science, and language arts practices at home; what is expected to pass the end-of-grade tests 5. How to help their child become a more fluent reader by use of PALS program for homework- a way to connect the learning from school to home 	<p>covered and a possible snack for attendees</p> <ol style="list-style-type: none"> 5. PALS materials
<p>Activities for parents as learners</p> <ol style="list-style-type: none"> 1. Grade level parent nights 2. Open House 3. Parent Night 4. Conferences 5. Transition to middle school 6. Kindergarten registration 7. Parent information and events 	<p>Parents will learn</p> <ol style="list-style-type: none"> 1. More information about current content benign covered in their child's classroom 2. Expectations of their child's grade level and end of year assessments; information about the Title I program and results of the school's performance on the EOG tests 3. Ways to encourage and facilitate math, science, and language arts practices at home; what is expected to pass the end-of-grade tests 4. The status of their child in the classroom and ways parents can assist at home. 5. The school's procedures for their 5th graders to have a smooth transition to middle school 6. The school's procedures and expectations for incoming kindergarten students 7. How to help their child reach their full potential 	<p>Resources needed</p> <ol style="list-style-type: none"> 1. Teacher created materials 2. Teacher created materials, school report card (as available), possible snack for attendees 3. Materials relevant to subject area being covered and a possible snack for attendees 4. Student data and report cards 5. Relevant documents 6. Kindergarten take home packets, possible treats for students to help prepare them for early kindergarten skills 7. Lead teacher will compile pertinent information, collect needed materials, create agendas, and plan events to build parent capacity

Activities for parents as decision-makers <ol style="list-style-type: none"> 1. SIT Meetings 2. Parent Volunteer Meetings (Panther PAC) 3. Parent Advisory Meetings 	Parents will learn <ol style="list-style-type: none"> 1. The school's plans, expectations, activities, etc and be given the chance to add ideas and input 2. The Panther PAC's plans, expectations, activities, events, etc. and be given the opportunity to share new ideas 3. The school's plans, expectations, activities, events, etc and be given the opportunity to share new ideas 	Resources needed <ol style="list-style-type: none"> 1. School Improvement Plan 2. Calendar of events 3. SIP, calendar of events
Parents as supporters/advocates <ol style="list-style-type: none"> 1. Grade level parents nights 2. Conferences 	Parents will learn <ol style="list-style-type: none"> 1. Expectations of their child's grade level and end of year assessments; Title I 2. The status of their child in the classroom and ways parents can assist at home 	Resources needed <ol style="list-style-type: none"> 1. School report cards, teacher created resources, Title I information 2. Report Cards and other student data

Coordination and Integration

Resources Needed to Implement Title I Plan:

Title I Tutors will be employed at each grade level to support remediation and enrichment both during and after school hours.

Parent engagement money may be used to purchase materials for Title I events and snacks as needed to encourage and increase parent involvement.

Evaluation and Plan Revision

Signatures for Plan Development/Revision/Review Meeting (Plans should be reviewed and progress towards goals monitored at least two times per year. Revisions occur only if changes need to be made)

Meeting date - 9/18/23 and 9/20/23 (signatures on separate sign in sheets)	Plan Development ▾
Name	Role (Each meeting must have a parent in attendance)
Erin Horton	Lead Teacher/Title I Coach
Karley Wells	Principal
Renee Gidcumb	Kindergarten Teacher
Nikki Barker	Media
Rena Eller	1st Grade Teacher
Christy Lusk	2nd Grade Teacher
Suzanne Bigsby	4th Grade Teacher
Jocelyn Landt	5th Grade Teacher
Kara Scapin	EC
Haleigh Miller	TA
Chris Ray	PE
Jeannine Carter	3rd Grade Teacher
Ashley Ferguson	Parent
Rebecca Bradley	Parent
Brooke Hyatt	Parent
Samantha Sherrill	Parent
Jamie Meyers	Parent
Jennifer Martin	Parent
Mike Halder	Parent
Jane Shearer	Parent
Amy Dover	Parent

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[illegible]

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